



Supporting the employability of students

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HECSU

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**including selected findings from
*Futuretrack stage 4: transitions into employment,
further study and other outcomes***



Outline

- **Can Futuretrack tell us about the nature of graduate employability today?**
- **Did higher education have an impact?**
- **Do we need a new way of thinking about graduate employability?**



Graduate employability today



What is happening...

... to graduate unemployment?

Graduate unemployment has traditionally been very low during graduates' early careers (3 per cent).

Futuretrack graduates have joined an economy struggling to escape from recession – graduate unemployment in excess of 10 per cent.

... to graduate employment?

Much higher proportion of graduates in non-graduate jobs. 40 per cent of Futuretrack graduates are in non-graduate jobs. Ten years earlier we found 30 per cent in non-graduate jobs at this similar point in their early careers.



What is happening...

... to graduate earnings?

Comparison with a similar cohort ten years earlier shows that, at this stage in their early careers, earnings are lower relative to average earnings in the economy.

Analysis from Labour Force Survey shows that the graduate earning premium is holding up, but this applies only to those in the upper half of the earnings distribution.

... to debt on graduation?

We estimate that, by 2015, a high proportion of graduates from three year courses at English HEIs will have incurred debts of £50,000 or more.



But what **KIND** of job?

A **new** way of classifying graduate employment

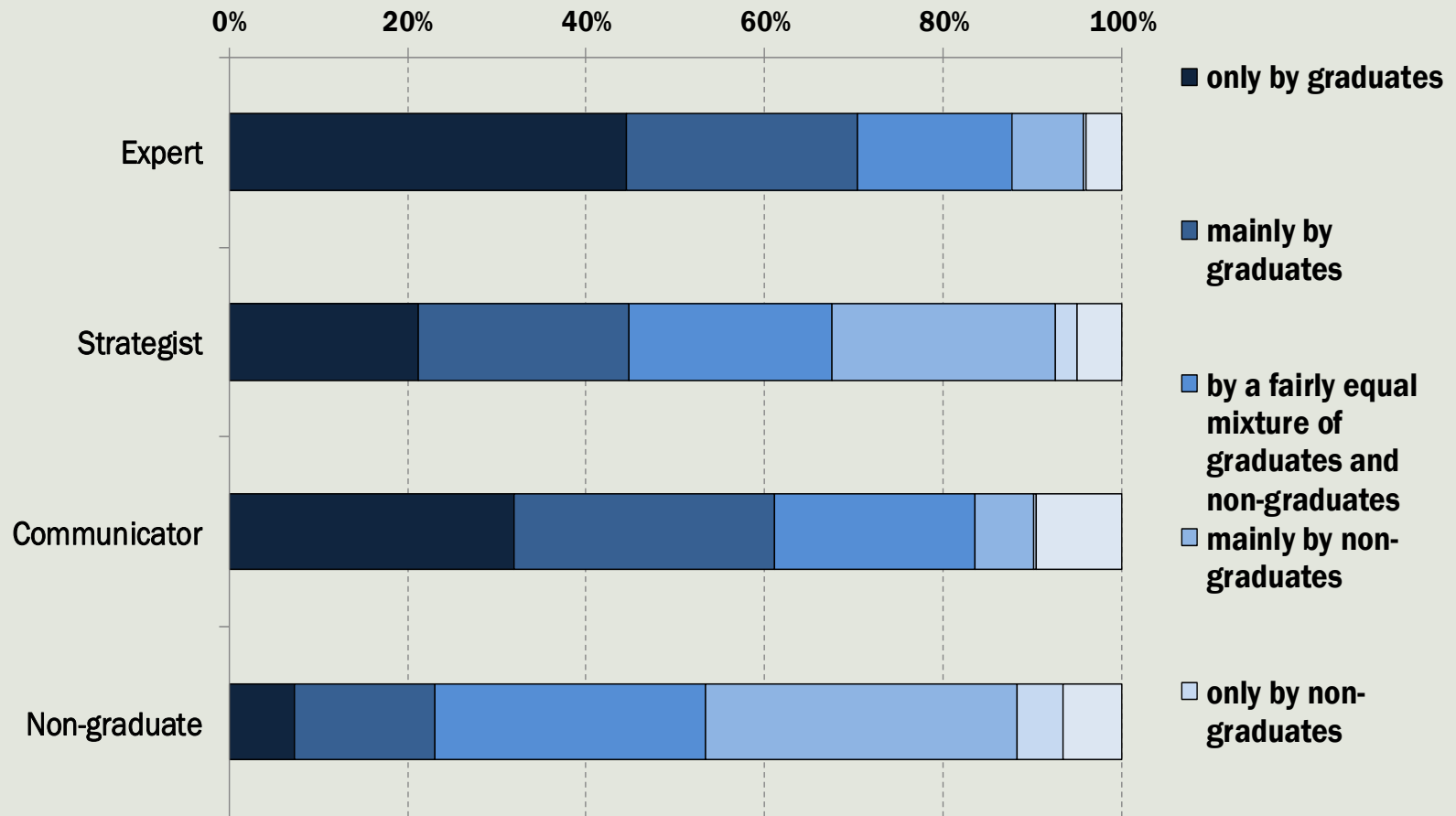
Experts: knowledge-intensive occupations that require them to draw on and use their specialist HE knowledge and skills in the course of their daily work, appointed to their jobs because of these. Examples include Chemical Scientists, Civil Engineers, Pharmacists, Solicitors, Physiotherapists, Chartered Surveyors, Airline Pilots.

Strategists are in jobs that require them to draw on and orchestrate their knowledge and/or high level skills to evaluate information, assess options, plan, make decisions and co-ordinate the contributions of others to achieve objectives. Examples: managers and directors, senior planners and strategists in the armed services, police force and other public sector areas.

Communicators require interactive skills that may be based on interpersonal skills, creative skills or high-level technological knowledge, capacity to access and manipulate information and/or an understanding of how to communicate information effectively to achieve objectives. Examples include Journalists, Actors, Conference and Exhibition Organisers, Web-design and Development Professionals and Marketing Associate Professionals.



All FT graduates in employment in Winter 2011/12 showing extent to which people in their type of job context were graduates

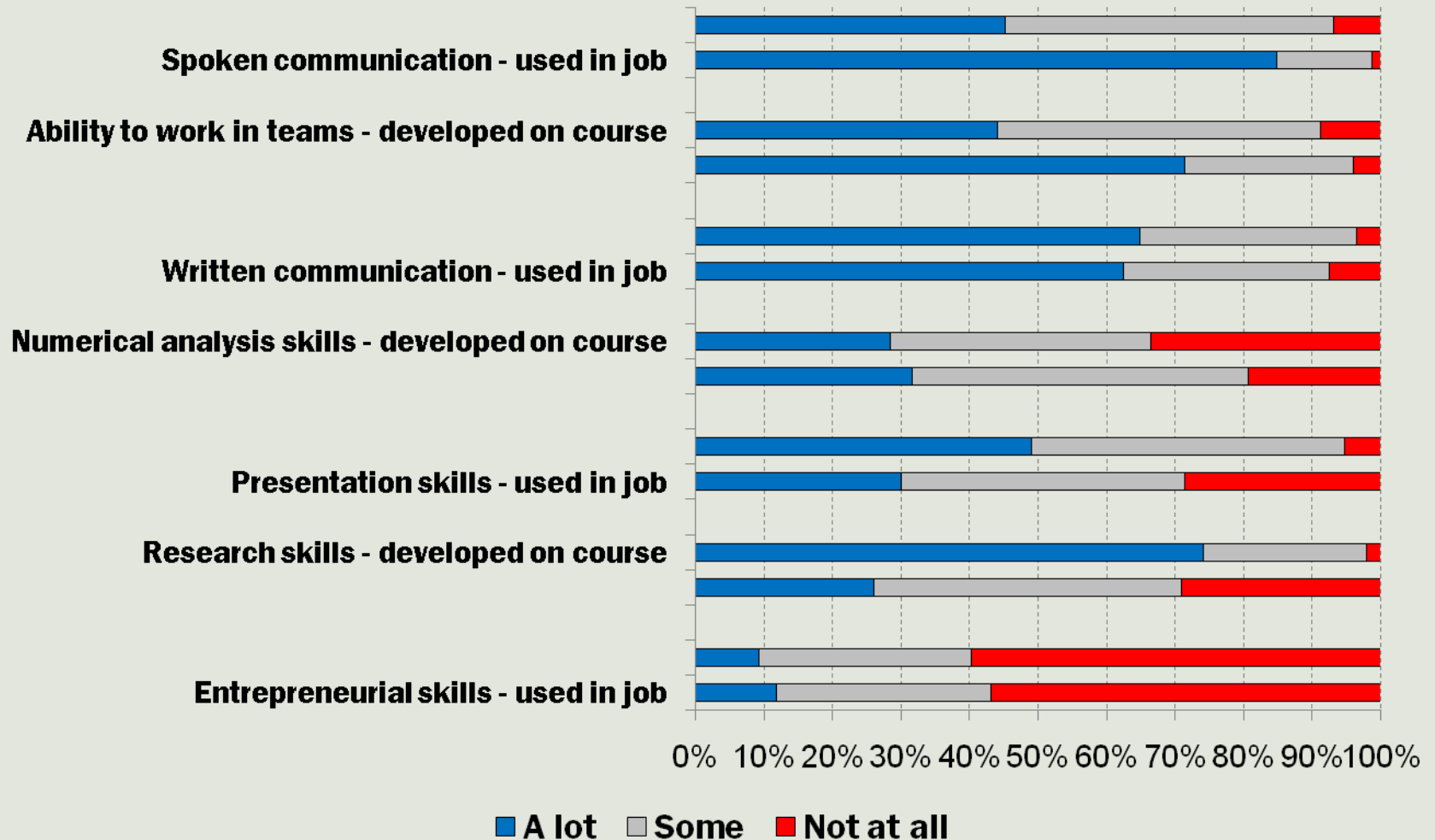




**Did higher education
have an impact?**

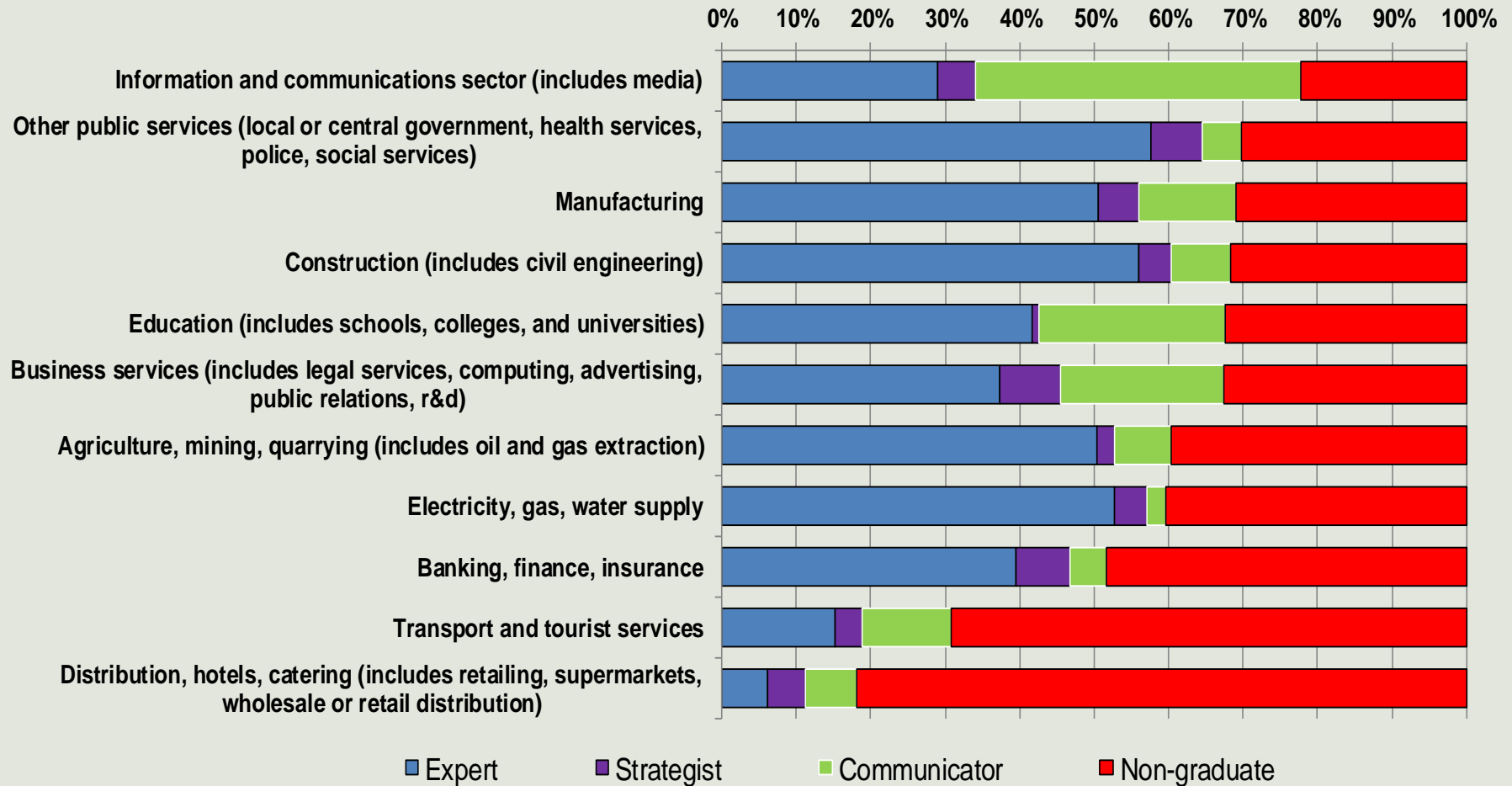


Development of skills on courses and use in current jobs, Winter 2011/12



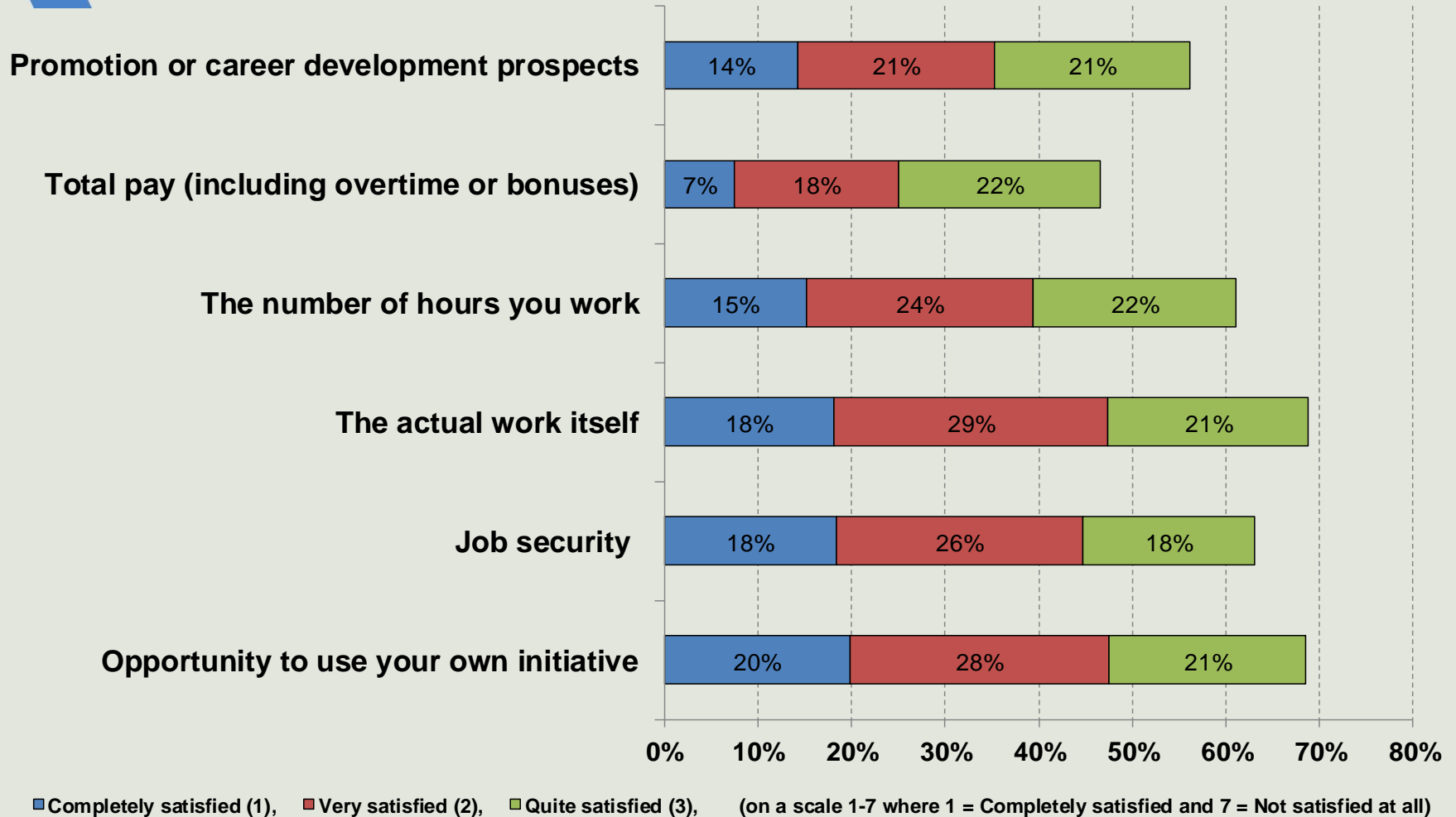


Occupational distribution of FT graduates currently in employment by broad sector



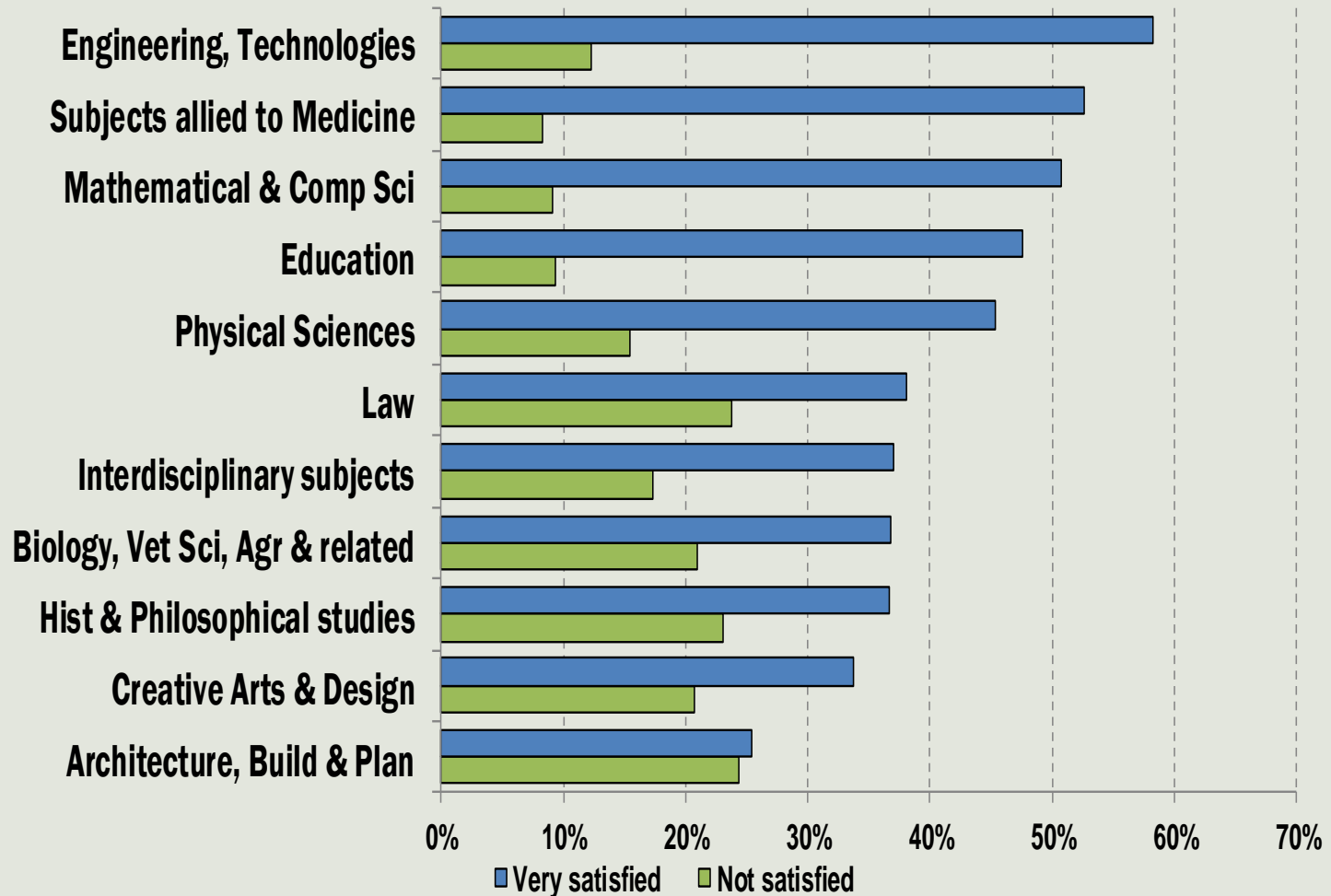


Satisfaction of graduates with...



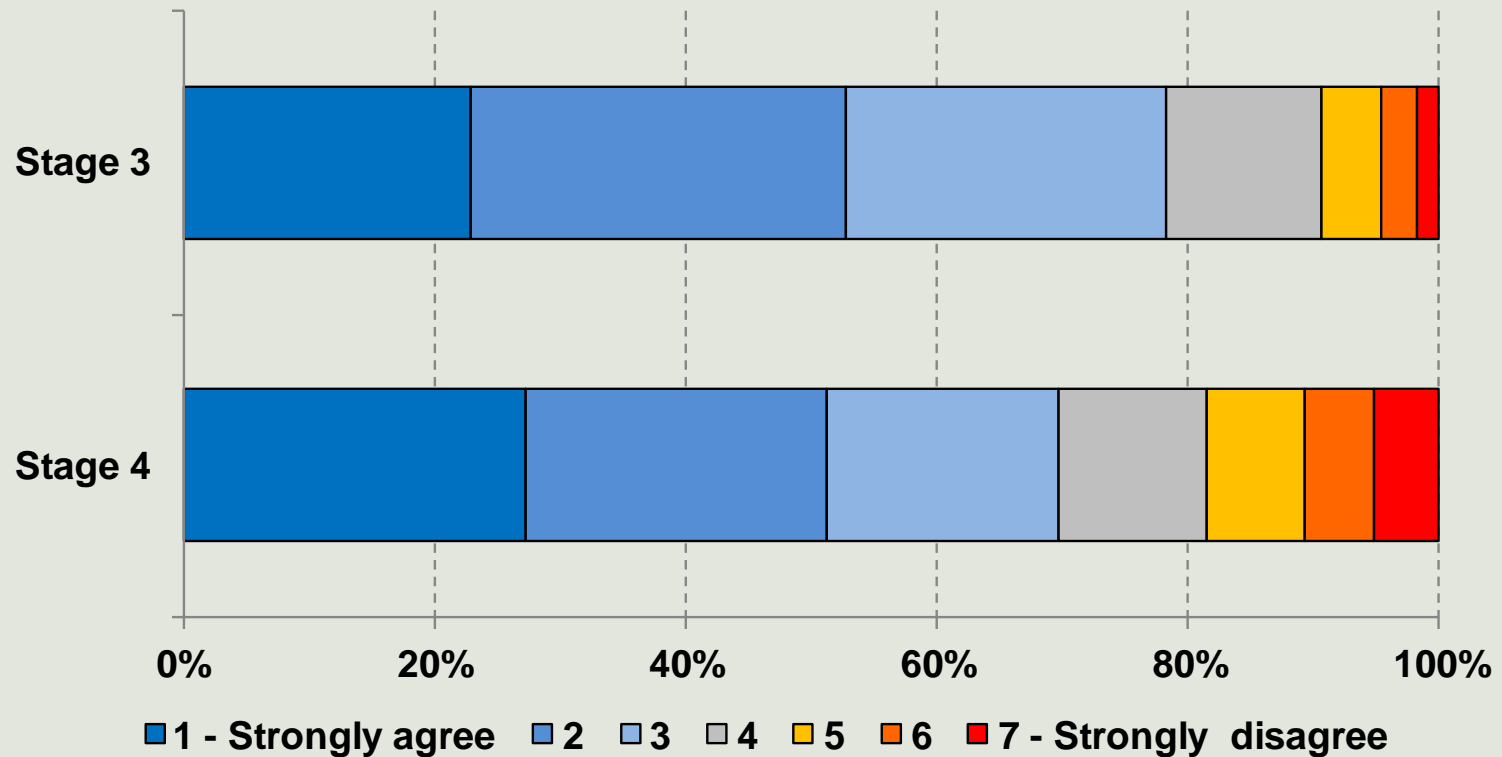


FT graduates' satisfaction with current job (Winter 2011/12) - selected subjects to show range of responses



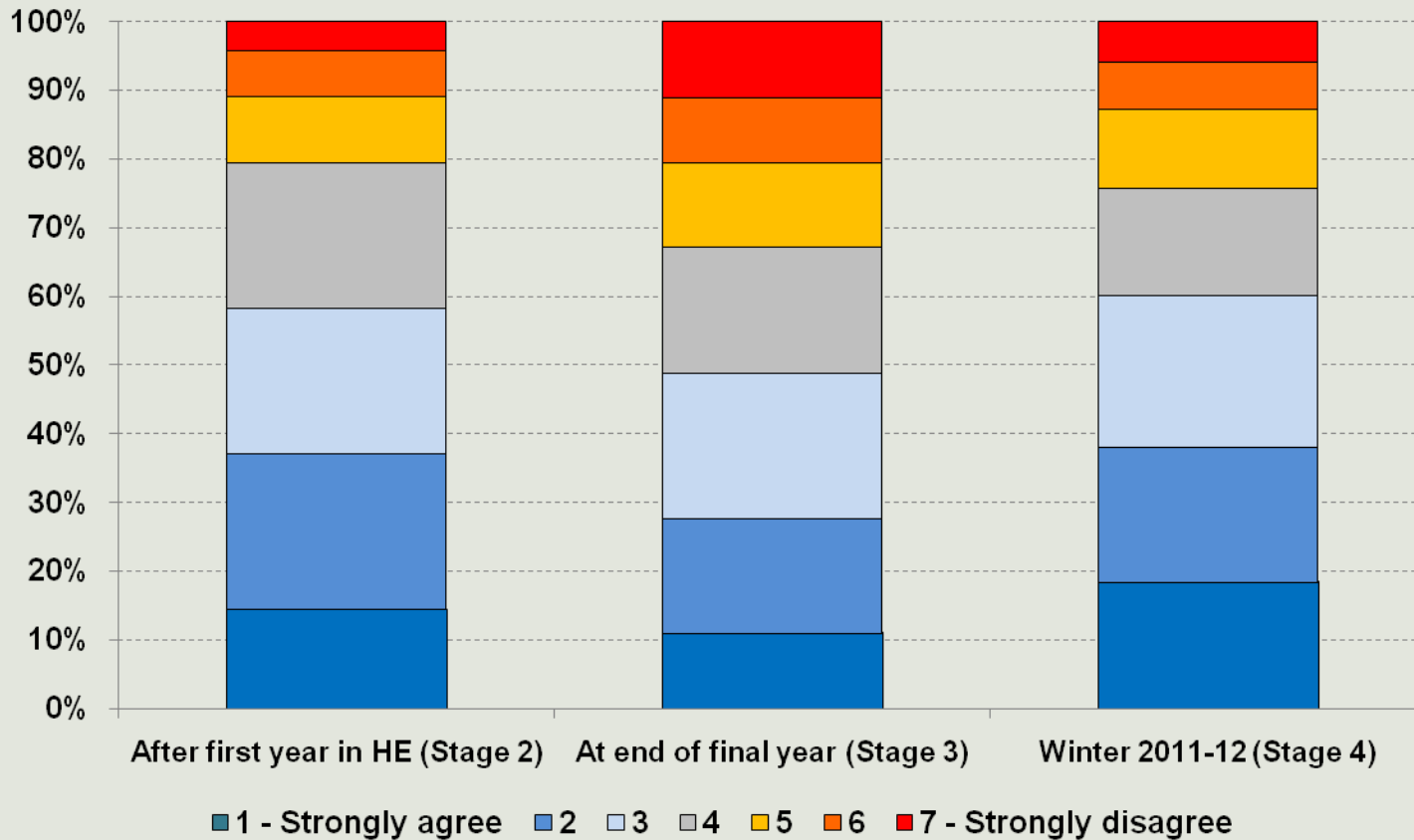


Agreement with the statement 'the skills I developed on my undergraduate course have made me more employable' at the Stage 3 and Stage 4 surveys





Changing perceptions of the extent to which course was good value for money at different stages of the survey





A new way of thinking?

Career Adaptability



Thinking about what my future will be like Realising that today's choices shape my future Preparing for the future Becoming aware of the education & vocational choices Planning how to achieve my goals Concerned about my career	Concern
Keeping upbeat Making decisions by myself Taking responsibility for my actions Sticking up for my beliefs Counting on myself Doing what's right for me	Control
Exploring my surroundings Looking for opportunities to grow as a person Investigating options before making a choice Observing different ways of doing things Probing deeply into questions that I have Becoming curious about new opportunities	Curiosity
Performing tasks efficiently Taking care to do things well Learning new skills Working up to my ability Overcoming obstacles Solving problems	Confidence



Thank you

**For further information please see
www.warwick.ac.uk/Futuretrack and at
www.hecsu.ac.uk**

or

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